**Bus Rider Behavior**

Our goal is: The Meadows Elementary Bus Transportation will be safe, orderly, and clean environments where all students demonstrate responsible, appropriate behavior.

Expectations:

Students will:

1. Board the bus in Bee Line Formation.
2. Take the first available seat on the bus.
3. Remain seated at all time unless exiting the bus or as directed by the bus driver.
4. Exit the bus safely and cross streets as directed by the bus driver.
5. Walk as they exit the bus to enter The Meadows Elementary School.
6. Not eat while riding the bus.
7. Will not use electronic devices while riding the bus.

**Bus Rider Behavior**

**Lesson Plan**

*Follow the lesson plan as outlined below. You will be reviewing this daily during the first week of the 2010/2011 school year during the week of August 23, 2010.*

Goal:

* The Meadows Elementary Bus Transportation will be safe, orderly, clean and quiet environments where all students demonstrate responsible, appropriate behavior.

Introduction: Explain to the students that the purpose of the lesson and the specific behaviors that will be addressed.

**Encouragement Procedure:** Staff will encourage responsible behavior through positive interaction.

1. Provide verbal and non-verbal praise to students for following guidelines and expectations in the hallways.
2. Teacher will periodically review and reinforce responsible bus transportation behavior.
3. Tickets may be given to individuals observed following the guidelines.
4. Compliment correct student behavior to a staff member so students can hear.

**Consequences for Infractions:** When a hallway procedure is broken the adult observing the infraction should calmly and consistently implement the mildest consequence.

1. Verbal reprimand.
2. Positive practice, do the behavior correctly.
3. Violators will be reported to the classroom teacher for disciplinary action.
4. Exceptional situations (e.g. fighting, sexual behavior, or defacing school property) will be dealt having the staff member who observed the violation submit an immediate office referral.

**Teacher Responsibilities:**

1. Initial teaching during first week of school, the first day of the following week, and re-teaching at designated times throughout the school year.
2. Teachers will encourage and reinforce responsible and appropriate behavior.
3. Guidelines and expectations will be reviewed with guest teachers, student teachers, and new personnel by an administrator.
4. When a student is referred to the office by any staff member other than the student’s teacher, the student’s homeroom teacher will be notified.
5. Teachers will assign a buddy as needed.

Learning Objective: “We are going to focus our lessons on appropriate behavior on the buses providing transportation for students of The Meadows Elementary School. Today we are going to focus on appropriate boarding of the bus, remaining seated while the bus is preparing to move or is moving and appropriate exiting of the bus.

“Tell” Phase:

1. Talk about why it is important to behave appropriately while riding the bus (safety, behaving respectfully towards peers and the bus driver, etc.) Ask why these particular behaviors are necessary. Encourage student input and participation in these discussions.
2. Draw a T-Chart on the board or overhead. Ask students what good bus transportation behavior should LOOK Like and SOUND LIKE. Fill in the chart. Redirect negative or inappropriate comments with suggestion of more positive behaviors. This will be added to the anchor chart that will be displayed and used for reinforcement of appropriate behavior, therefore, transfer information to the anchor chart.
3. Explain/Discuss “Consequences and Rewards”.

“Show” Phase:

1. Define the difference between appropriate and inappropriate behavior. Again, you may want to use a T-chart to help students recognize the lines between good and bad behaviors. The following T-Chart is an example of what could be used for defining “how to wash hands”.

|  |  |
| --- | --- |
| Appropriate | Inappropriate |
| One squirt of soap. | Smearing soap on the mirror, sink, floor, or other students. |
| Pushing paper towel dispenser no more than three times. | Over use of paper towels. |
| Paper towels discarded in the trash can. | Paper towels thrown on the floor or discarded in the toilet or sink. |
| Go, Flush, Wash, Leave | Blowing bubbles with soap, intentionally spilling water all over the floor, playing in the restroom. |
| Silent while in the restroom. | Having conversations with others while in the restroom. |

1. Teacher demonstrates for the students the appropriate and inappropriate behavior.

“Do” Phase

Role –play appropriate and inappropriate behavior. Take a trip to cafeteria and practice procedures with your class. Provide positive reinforcement for students who demonstrate appropriate conduct in the hallways. Many situations could include role play of boarding the bus, taking the first available seat, remaining seated during bus travel, and exiting the bus in a safe manner, etc. Allow time for student to discuss why the appropriate behaviors are superior to the inappropriate, negative ones.

FOLLOW-UP LESSONS:

In addition to reviewing the lesson, you could have students do some of the following activities:

1. Journal: Ask the students to write about how they think following the guidelines for riding the bus might be applied to other places such as trips to the grocery store, going on a field trip, etc.
2. Use role-play to allow students to show why it is important to follow the guidelines for appropriate bus transportation behavior.
3. Journal: Ask students to write or draw about a time when they suffered a consequence because guidelines were not followed (e.g. reacting in an emergency situation, yelling or screaming that distracts the bus driver, or displaying behavior that does not support the guidelines for success).